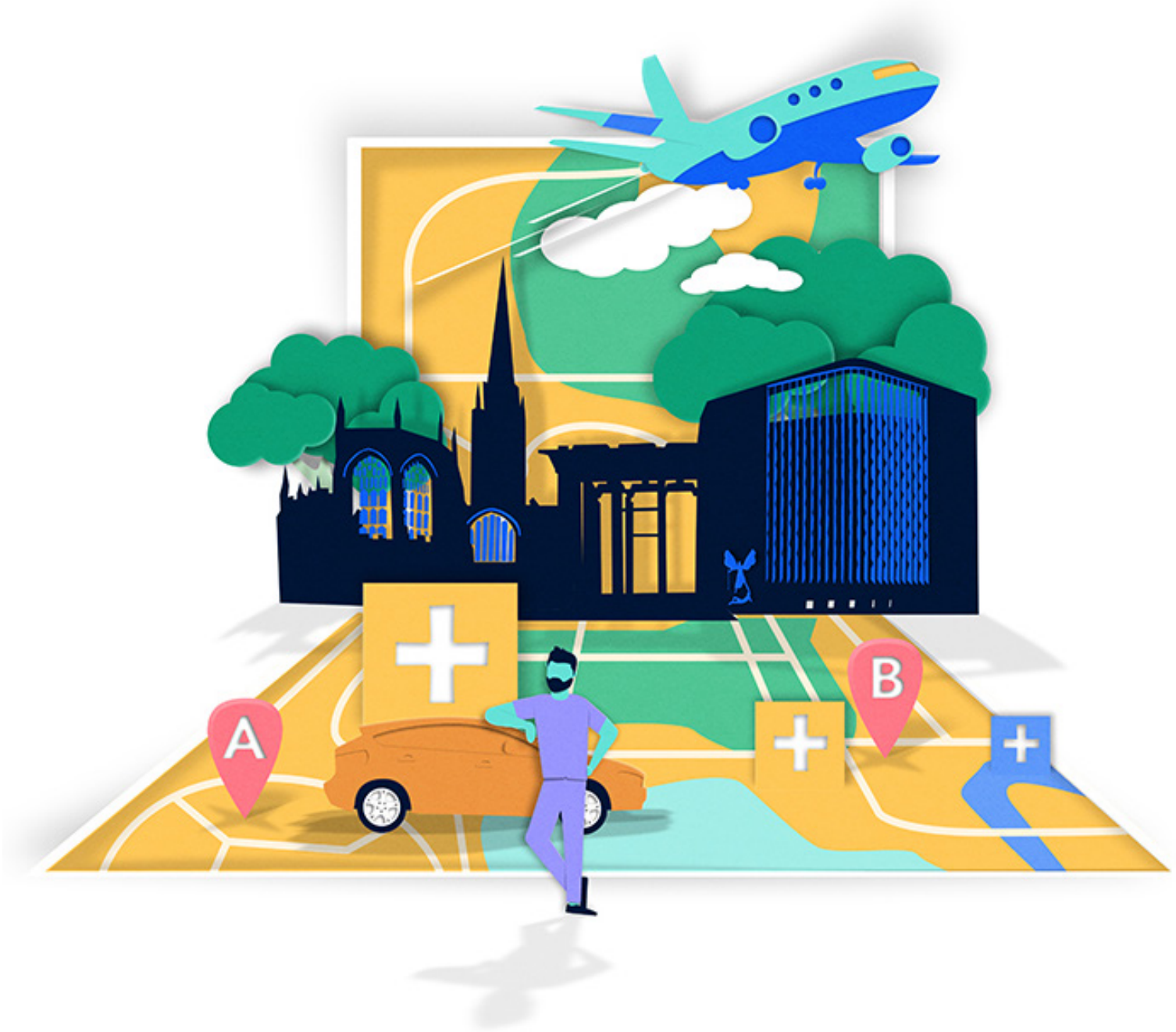


Coventry Counts

Year 5 teacher guide

COVENTRY Building Society

What's inside

Year 5 - Place value

This activity links with the following objectives within the national curriculum.

- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
- Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.
- Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

Activity

The children need to work in groups of 3 to 5 to create a poster displaying the top 5 car brands in the UK. This activity will involve children solving problems using the skills developed in the place value unit.

Time for activity

Approx. 20 minutes

Delivery notes

Resources:
Year 5 Place value worksheet
A3 card
Pencil
Rubber
Colouring pencils
Scissors
Glue

Lesson plan

In this activity the children imagine they're working in the marketing team at the Coventry Transport Museum to create a poster displaying the top 5 selling car brands in the UK in 2019.

Start the session by asking the children about whether they've been to the transport museum and what different vehicles are there. You could ask the children if they know any car brands and what they think the UK's best-selling car brand is. See suggested discussion points below.

Then explain the activity: Children are to work in groups of 3 to 5. The main aim is to create a poster displaying the top 5 selling car brands in the UK. To do this they need to complete 5 tasks which involve using the skills developed in the place value unit.

Suggested discussion points

- Have they been to Coventry Transport Museum?
- What different vehicles are there?
- Do they know any car brands?
- What do they think is the best-selling car brand in the UK?

Optional extension activity

Use the internet to investigate whether the top 5 best-selling cars are the same in other countries.

Answers

Task 1

Car make	How many sold
BMW	One hundred and sixty-nine thousand, seven hundred and fifty-three.
Ford	Two hundred and thirty-six thousand, one hundred and thirty-seven.
Mercedes-Benz	One hundred and seventy-one thousand, eight hundred and twenty-three.
Vauxhall	One hundred and fifty-nine thousand, eight hundred and thirty.
Volkswagen	Two hundred thousand, seven hundred and seventy-one.

Task 2 and 4

Car make	Position	Number sold	Number sold to nearest 100,000	Number sold to nearest 10,000	Number sold to nearest 1,000
BMW	4	169,753	200,000	170,000	170,000
Ford	1	236,137	200,000	240,000	236,000
Mercedes-Benz	3	171,823	200,000	170,000	172,000
Vauxhall	5	159,830	200,000	160,000	160,000
Volkswagen	2	200,771	200,000	200,000	201,000

Task 3

Car make	Year established (roman numberals)	Year established
BMW	MCMXVI	1916
Ford	MCMIII	1903
Mercedes-Benz	MCMXXVI	1926
Vauxhall	MDCCCLVII	1857
Volkswagen	MCMXXXVII	1937

Year 5 - Calculations, addition and subtraction

This activity links with the following objectives within the national curriculum.

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Activity

Children work in groups of 2 or 3 using the skills developed in the addition and subtraction unit to see if they can be the first to find the gems which have been hidden somewhere in the cathedral.

Time for activity

Approx. 20 minutes

Delivery notes

Resources: Year 5 Calculations, addition and subtraction worksheet
Pencil
Rubber
Paper

Lesson plan

In this activity the children work in groups of 2 or 3. They imagine they're archeologists that have found a note which states that some valuable gems have been buried under the old St Michael's Church. The note contains addition and subtraction questions, which when solved will tell them which room the treasure is buried in.

Start the session by discussing the cathedral, see some discussion points below.

Then explain the activity: Children are to be split into groups of 2 or 3. They're to imagine they're archeologists who have found a note from a long time ago that says some gems have been buried under old St Michael's Church. They need to work quickly as a team to solve the puzzles which will tell in which room the gems are buried. The aim is to be the first team to find out which room the gems are buried; this team will get to say the answer. Let all the other teams finish before the winning team says their answer.

Suggested discussion points

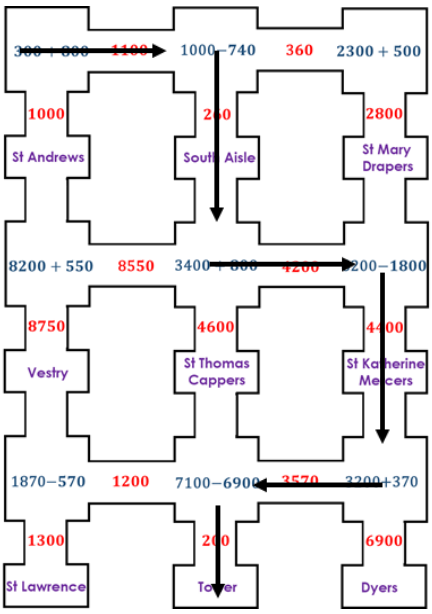
- **There are three cathedrals:** St Mary's Priory, St Michael's Cathedral first structure and second structure.
- **St Michael's Cathedral was bombed in the Second World War:** The ruin is still here today, and the second structure was built after the Second World War.

Optional extension activity

They're to create a timeline of the history of Coventry.

Answers

Puzzle 1



Puzzle 2

1. 24,310+3186=27,496; 2+7+4+9+6=28; 2+8=10,1+0=1.
2. 84,214-78,462=5,752; 5+7+5+2=19; 1+9=10; 1+0=1.
3. 145,672+41,377=187,049; 1+8+7+0+4+9= 29; 2+9=11; 1+1=2.
4. 62,223-5,177=57,046; 5+7+0+4+6= 22; 2+2=4.
5. 24,602+4,788+432=29,822; 2+9+8+2+2= 23; 2+3=5.
6. 62,463-4,408= 58,055; 5+8+0+5+5=23; 2+3=5.

Puzzle 3

1. 26,267
2. 7,402
3. 41,724

The gems are buried in room 8 the Dyers.

Year 5 - Calculations, multiplication and division

This activity links with the following objectives within the national curriculum.

- Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit.
- Multiply and divide numbers mentally, drawing upon known facts.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.
- Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}).
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Activity

Children work in groups of 2 or 3 using the skills developed in the multiplication and division unit to see if they'll be the first to crack the code to find out when the Germans will bomb Coventry.

Time for activity

Approx. 20 minutes

Delivery notes

Resources: Year 5 Calculations, multiplication and division worksheet
Pencil
Rubber
Paper
Bell or whistle

Lesson plan

In this activity the children imagine they're working as secret agents to try and crack the code to when the Germans are planning to bomb Coventry.

Start the session by asking the children whether they've visited the War Memorial Park and why it's there? Then discuss about how the Second World War affected Coventry and explain that during the war people were employed to try to crack messages sent between the Germans. See the suggested discussion points.

Then explain the activity: Children are to be split into groups of 2 or 3. They need to work quickly as a team to solve the problems to determine the time and date the Germans plan to bomb Coventry. The aim is to be the first team to crack the code and ring the bell. The team who rings the bell first can say the answer. Let all the other teams finish before the winning team says their answer.

Suggested discussion points

Why is the War Memorial Park there? The War Memorial Park was opened in July 1921 as a tribute to the people of Coventry who died in the First World War. In the park is the war memorial monument and inside it is a room called the chamber of silence which contains the roll of the fallen, which is a list of all Coventry men killed in the two world wars and the Gulf War.

How was Coventry affected by the war? The war took place between 1939 and 1945. From August 1940 the Germans began to bomb Coventry destroying many buildings including the cathedral. There were several bombings. The most severe bombing is the date the children will find out once they complete the activity.

How did the British crack messages sent between the Germans? During the war people work at Bletchley Park to try and find out how German Enigma operators tried to keep their messages secret, how they sent them and how the codebreakers listened to the messages. Alan Turing and others built the Enigma machine which turned out to be a crucial help in the effort to win the war.

Optional extension activity

Use the internet to find out about the Morse code. Can you find the Morse code and translate the message at the end of this activity?

Answers

Clue 1

$7^2=49$

$5^3=125$

$3^2=9$

$8^2=64$

$2^3=8$

$4^2=16$

$4^3=64$

400×60=24,000

7,200÷800=9

70×20×40=56,000

64,000÷8,000=8

1.6×10=16

7.3×100=730

4367÷1000=4.367

234÷10=2.34

0.8×10=8

Clue 2

18,445 (1+8+4+4+5=22, 2+2=4)

33,624 (3+3+6+2+4=18, 1+8=9)

7,824 (7+8+2+4=21, 2+1=3)

16,946 (1+6+9+4+6=26, 2+6=8)

61 r2

140 r5

Clue 3

£9.50 (9+5+0=14)

The answer to the code

Quarter past eight on 14 November.

Optional extension activity

Sam from Coventry is a spy.

Year 5 - Fractions, decimals and percentages

This activity links with the following objectives within the national curriculum

- Compare and order fractions whose denominators are all multiples of the same number.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.
- Add and subtract fractions with the same denominator, and denominators that are multiples of the same number.
- Solve problems which require knowing percentage and decimal equivalents of ½, ¼, ⅕, ⅖, ⅘ and those fractions with a denominator of a multiple of 10 or 25.

Activity

The children work individually and imagine they're working in a restaurant where have been asked to complete tasks which will involve using the skilled developed in the fractions, decimals and percentages unit. The activity we involve the children getting creative by colouring, cutting and sticking.

Time for activity

Approx. 25 minutes

Delivery notes

Resources: Year 5 Fractions, decimals and percentages worksheet
Pencil
Rubber
Colouring pencils
Scissors
Glue

Lesson plan

In this activity the children imagine they're working as a chef in the café at Coombe Abbey and they need to complete tasks which involve the children getting creative by colouring, cutting and sticking.

Start the session by asking the children about whether they've been to Coombe Abbey and ask them if they know what attractions are there.

Then explain the activity: Children are to work individually. They imagine it's lunch time and they're working in the café as a Chef at Coombe Abbey. They've been set several tasks which involve making sure the customers get the correct amount of food and helping them work out their food bill. Children need to complete the tasks so that the customers get good quality food, get what they've ordered and pay the right price

Suggested discussion points

- Have they been to Coombe Abbey?
- What is there to do at Coombe Abbey?

Optional extension activity

Each member of a family orders the same amount of pizza. The children need to work out how much pizza each family has ordered in total. This activity links with the following objective within the national curriculum.

- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Answers

Task 1

1. $\frac{5}{8}$
2. $\frac{3}{8}$
3. $1\frac{1}{8}$
4. $\frac{1}{4}$ of meat pizza left. As a decimal this 0.25 and as a percentage 25%.

Task 2

The pizza would be £4.00 for the 50% off offers and £4.80 for $\frac{2}{5}$ off offer. Therefore, he should use the 50% off offer.

Task 4

Yasmin, Jane, Mylo, Hugo, Emily

Extension activity

1. $3\frac{3}{4}$
2. $3\frac{3}{4}$

Year 5 - Converting units

This activity links with the following objectives within the national curriculum

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Solve problems involving converting between units of time.
- Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.

Activity

The children are to work in pairs. They imagine they're on a shopping trip with Mum where they go to Coventry Building Society and other shops in the city centre. The activity will involve converting between different units of measure and solving measurement problems.

Time for activity

Approx. 20 minutes

Delivery notes

Resources: Year 5 Converting units worksheet
Paper
Pencil
Rubber

Lesson plan

In this activity the children are to work in pairs and imagine they're in town with their Mum. They'll go into different shops where they need to convert between different units of measure and solve measurement problems.

Start the session by asking the children if they know what a building society is.

Then, split the children into groups of 2.

Then, explain the activity which is to imagine they're in town with their Mum where they'll go into different shops where they need to convert between different units of measure and solving measurement problems.

You start off in Coventry Building Society where you choose a savings account which will give you the most money. Then you go to several shops where you'll solve several measurement problems. You'll also have time to have some lunch too. Work together to solve the problems. Can you purchase the correct quantities of all the items your Mum needs?

Suggested discussion points

- What is a building society?

Optional extension activity

They use the internet to find the distances in miles between Coventry and 5 other nearby towns and cities. Then they convert the distances in kilometres.

Answers

1. Yes she would get £10.15 more with the Cash ISA
2. a) 36 cakes

   c)

Ingredient	Unit	Conversion
Flour	1200g	**1.2kg**
Vegetable oil	**375ml**	**0.375l**
Sugar	**750g**	**0.75kg**

   d) 2 packets

   e) 2.28ltr
3. a) Width = 0.4m, length = 0.95m

   b) 3.04m

   c) 6 pieces
4. a) £22.59

   b) £7.41
5. 4
6. 2 hours, 25 minutes
7. a) 8 minutes

   b)

Stops	Train 1	Train 2	Train 3
Coventry	13:49	14:02	**14:09**
Canley	13:52		**14:12**
Tile Hill	13:56		**14:16**
Berkswell	13:59		**14:19**
Hampton-in Arden	14:03		**14:23**
Birmingham International	14:06	14:11	**14:26**

   c) Yes

Optional extension activity

Town/City	Miles away	km away
Birmingham	20	32
Leicester	25	40
Nuneaton	9	14.4
Rugby	14	22.4
Warwick	4	6.4

Note: Answer may vary slightly.

Warwick is the closest to Coventry and Leicester is the furthest away.

Year 5 - Perimeter and area

This activity links with the following objectives within the national curriculum

- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes.

Activity

This is a class quiz where the children will be shown 2 different shapes. They first look at shapes and say which one they think has the longest perimeter or largest area. Then they'll calculate either the perimeter or area to see if what they predicted was correct.

Time for activity

Approx. 20 minutes

Delivery notes

Resources: Year 5 Perimeter and area worksheet and presentation
Pencil
Rubber
Paper

Lesson plan

In this activity the children are to take part in a quiz where they'll be shown 2 different shapes and they guess which one they think has the longest perimeter or largest area. Then they'll calculate either the perimeter or area to see if what they predicted was correct.

Start the session by asking the children what they know about Coventry Building Society Arena, and whether they've been and what they did there?

Then give each child a quiz sheet. Explain that they'll take part in a quiz which involves them guessing which of the 2 shapes has the longest perimeter or largest area before calculating them. All shapes are to scale.

Then start to go through the presentation, which shows 8 questions. For the first 4 questions they look at 2 shapes and guess which they think has the longest perimeter, or they could be the same. They tick their guess on their sheet. Make sure you show the slide without the measurements on when they make their guess. Then show the slide with the measurements on and asked them to calculate the perimeter to see if what they guessed was correct.

For questions 5 to 7 they look at 2 shapes and guess which they think has the largest area and tick this on their sheet. Again, they could be the same. Make sure you show the slide without the measurements on when they make their guess. Then show the slide with the measurements on and asked them to calculate the area to see if what they guessed was correct.

For the last question, they guess the order of three shapes on area from smallest to largest. Then they calculate the area of all three shapes to see if they were correct.

Suggested discussion points

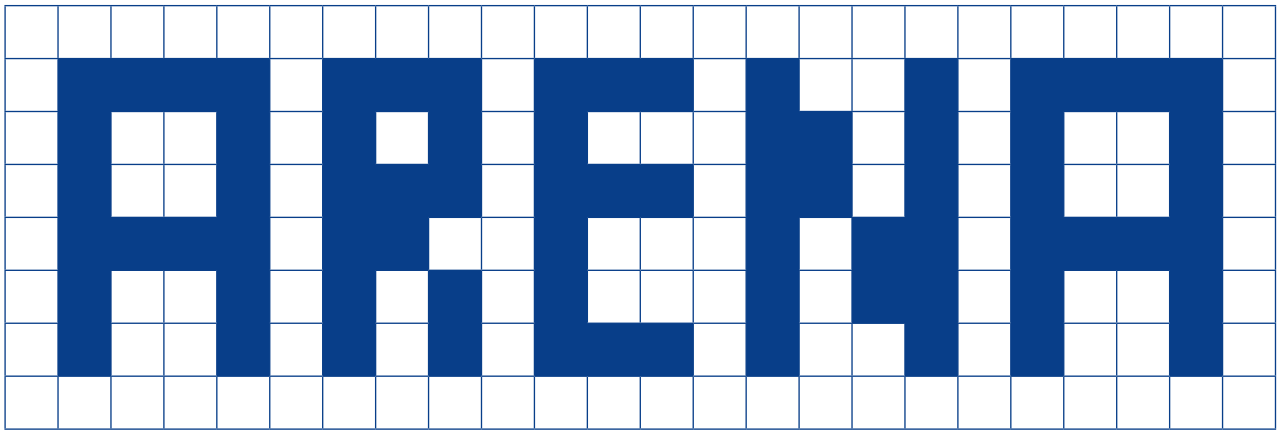
- What is Coventry Building Society Arena?
- Have you been to Coventry Building Society Arena?
- If you've been, what did you go there for?

Optional extension activity

They're to create the word Arena on squares on the sheet. They then find out what the area is of each letter. Then they find the area of the whole word.

Answers

Extension answers



$A=16^2$

$R=14^2$

$E=12^2$

$N=16^2$

$A=16^2$

$Total=74^2$

Year 5 - Volume and capacity

This activity links with the following objectives within the national curriculum

- Estimate volume (for example, using 1 cm^3 blocks to build cuboids (including cubes)) and capacity (for example, using water).

Activity

The children are to work in pairs and imagine they work in a supermarket. They'll have to solve problems which involves estimating volume and capacity.

Time for activity

Approx. 25 minutes

Delivery notes

Resources: Year 5 Volume and capacity worksheet
1cm cubes
Pencil
Rubber
Ruler
See through container which you know how much it holds e.g. 1 litre container
3 different size cups or beakers

Lesson plan

In this activity the children are to work in pairs and imagine they've a day's work experience in a supermarket where they'll solve problems which involves estimating volume and capacity.

Then explain the activity, which is to work in groups of 2 and imagine they've a day's work experience in a supermarket helping to manage the stock on the shelves, where they'll solve problems which involves estimating volume and capacity.

Suggested discussion points

- What other job roles do you think there are at the supermarket? How many can you list?
- Do you think there are any roles similar in the school?

Story

You and your partner have a day's work experience at a supermarket. Throughout the day you'll need to solve problems which involves estimating volume and capacity.

Optional extension activity

Find some boxes which are cube and cuboid shaped and create a 3D model town with buildings. Assume that every 1cm is equivalent to 1 metre and calculate the volume of each building.

Answers

Snacks

1. Nibbles: 56cm³

   Snack bite: 72cm³

2. 2cm × 6cm × 2cm

   2cm × 3cm × 4cm

Estimate the volume

1. 4100cm³
2. 4500cm³
3. 235cm³

Fruity snacks

Cracker	Length	Width	Height	Volume
Sunny raisins	**3**	**2**	5	**30**
Fruit laces	**5**	**2**	8	**80**
Pineapple slices	8	**2**	10	160

Length of fruit laces could be 2 and width 5. Also, length of sunny raisins could be 2 and width 5.

Slush drinks

1. Strawberry slush 4 to 6 litres

   Apple slush 6.5 to 8.5 litres

   Raspberry slush 1.5 to 3.5 litre

2. Answer vary depending on there answer to the first question.

   Strawberry slush 40 to 60

   Apple slush 65 to 85

   Raspberry slush 15 to 35

Anyone for tea

Answers depend on size of container and cups.

Year 5 - Statistics

This activity links with the following objectives within the national curriculum

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

Activity

The children will work individually and imagine they're a news reporter at The Coventry Evening Telegraph who's been asked to create a news report before Coventry City Football Club's final game of the season giving a summary of how Coventry City Football Club have performed this season and the last few seasons. This task will involve interpreting a line chart and time tables and they'll be asked to complete a table.

Time for activity

Approx. 20 minutes

Delivery notes

Resources: Year 5 Statistics worksheet
Pencil
Rubber
Colouring pencils

Lesson plan

In this activity the children imagine they're a news reporter at The Coventry Evening Telegraph and Coventry City Football Club's last game of the season will soon be played. They'll need to interpret information on Coventry City Football Club's performance over the last few seasons and their current position in the league and create a news article on their findings. They'll also read a time table and inform readers of the times important last matches will be played.

Start the session by asking the children about what they know about Coventry City Football Club and whether they've been to watch them play football. See the suggested discussion points.

Then explain the activity: Children are to work individually. Their first task is to interpret the line chart and the TV time table and answer questions regarding these. Then they'll need to complete a table on the news report template. The final task is to complete the news report by creating a headline and use the answers to the first and second task to write a short summary on Coventry City Football Club's performance over the last few seasons, there current position in the league and when the important last matches will be played.

Suggested discussion points

- Have you been to watch Coventry City Football Club play?
- Where do they currently play?
- What league are they currently in and how are they performing?

Optional extension activity

Look at table which show the goals scored, goals conceded and the goal difference at the end of the season for some other teams in the football league and answer questions on the differences in the goal difference between teams.

Answers

Task 1

1. a) 2017
   b) 39
   c) 2012-2015
2. a) Yes, back at 1.20pm, the television programme starts at 1.30pm
   b) 1.50pm
   c) 10 minutes

Task 2

Team	Games played	Games won	Games draw	Games lost	Points
Coventry City	33	17	13	3	**64**
Rotherham United	33	17	11	**5**	62
Oxford United	34	**16**	10	8	58
Peterborough United	33	16	**8**	9	56
Sunderland	33	15	**8**	**10**	53

1. 67
2. They'll have the same amount of points.
3. 1

Extension Activity

1. Gillingham
2. 8
3. 4

Year 5 - Properties of shapes

This activity links with the following objectives within the national curriculum

- Identify 3D shapes, including cubes and other cuboids, from 2D representations.
- Draw given angles, and measure them in degrees (°).
- Identify: angles at a point and 1 whole turn (total 360°), angles at a point on a straight line and half a turn (total 180°), other multiples of 90°.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Activity

The children imagine they're on work experience in different departments at Coventry Airport. The activity will involve them solving problems using the skills they learnt in the property of shapes unit.

Time for activity

Approx. 15 minutes

Delivery notes

Resources: Year 5 Properties of shapes worksheet
Pencil
Rubber
Ruler
Protractor

Lesson plan

In this activity the children imagine they're on work experience at Coventry Airport where they'll solve problems using the skills they learnt in the property of shapes unit.

Start the session by asking the children if they know there's an airport in Coventry, see the discussion points below.

Then explain the activity, which is to imagine they're on work experience in different departments at the airport for the day where they'll solve shape problems.

Suggested discussion points

- Coventry Airport was open in 1936.
- During World War Two it was used as a fighter station by the Royal Air Force and was damaged in the 1940 Coventry Blitz.
- After the war it was a passenger and freight terminal.

Optional extension activity

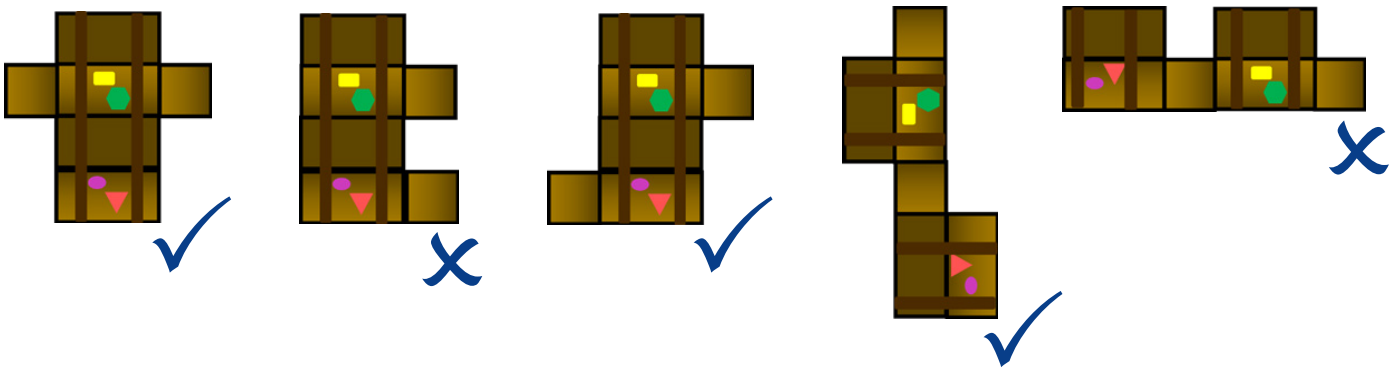
Draw the net of a cube, then colour it in and make it up to look like a parcel.

Answers

Air traffic control

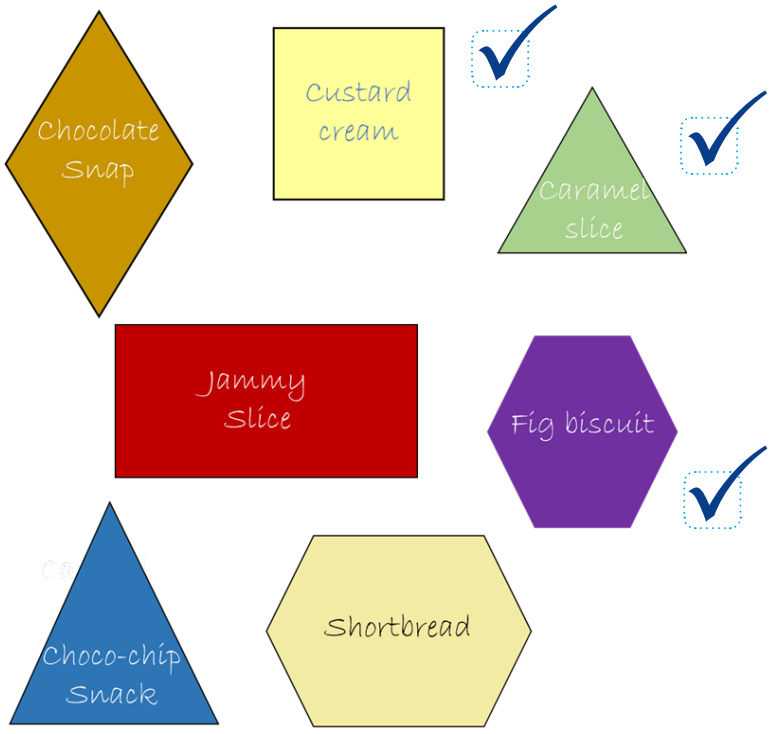
1. Except an angle drawn within the range 88° to 92°.
2. Except an angle drawn within the range 48° to 52°.
3. Except an angle drawn within the range 33° to 37°.
4. Except an angle drawn within the range 106° to 110°.
5. Except an angle drawn within the range 149° to 153°.

Exhibition display



2. a) Triangular prism
   b) Cylinder
   c) Square based pyriamid

Café biscuits



New terminal

1. 52°
2. Width is 5m and length is 8m.
3. y = 34° and z = 125°.

Year 5 - Position and direction

This activity links with the following objectives within the national curriculum.

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Activity

The children are to imagine they're lost in Coventry and are searching for their friend, who is at the Lady Godiva statue. They'll use the skills developed in the position and direction unit to locate their friend.

Time for activity

Approx. 20 minutes

Delivery notes

Resources: Year 5 Position and direction worksheet and presentation
Paper
Pencil
Rubber

Lesson plan

In this activity the children are to work in pairs. They imagine they're lost in Coventry and are searching for their friend, who is at the Lady Godiva statue. They'll use the skills developed in the position and direction unit to locate their friend.

Start the session by asking the children if they've heard of Lady Godiva. See the discussion points below.

Then explain the activity, which is to work in groups of 2 and imagine they're both lost in different locations in Coventry. They need to work together to find out where they both are then they need to find their other friend who is waiting for them at the Lady Godiva statue. This task will involve them using the skills they developed in the direction and position unit.

Then, give each child a map of Coventry and the Lady Godiva worksheet and start to go through the presentation.

Suggested discussion points

- Have they heard of Lady Godiva?
- There is a statue of her, where is it?
- Why is there a statue of her?
- What did Lady Godiva do?
- What is she famous for?

The story

You have arranged to meet your friends Mohammad and Megan at the Lady Godiva statue in Coventry. Mohammad has found his way to the statue, but you and Megan have become lost at different locations in Coventry. Megan rings you and says if we can find our way to Coventry Building Society then my Mum, the branch manager will give us directions to Lady Godiva statue. You have a map, but you don't know your location on it. Can you find your friends?

Optional extension activity

Create a map of your local area with points of interest. Then plot a route on this map and describe your route using different points of interest.

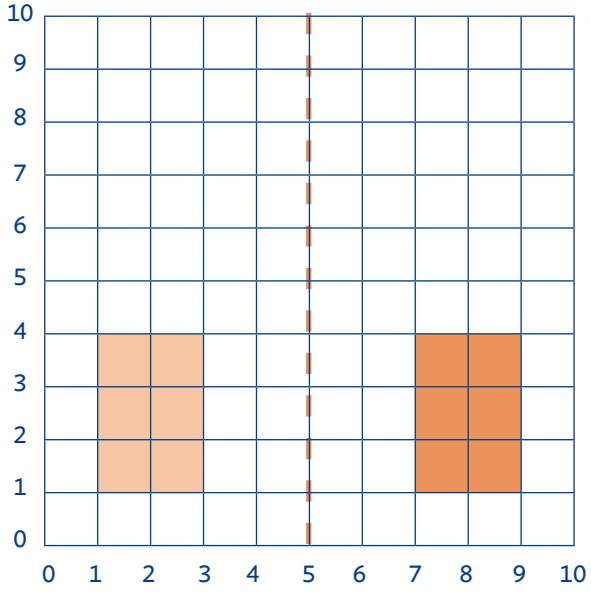
Answers

Task 1

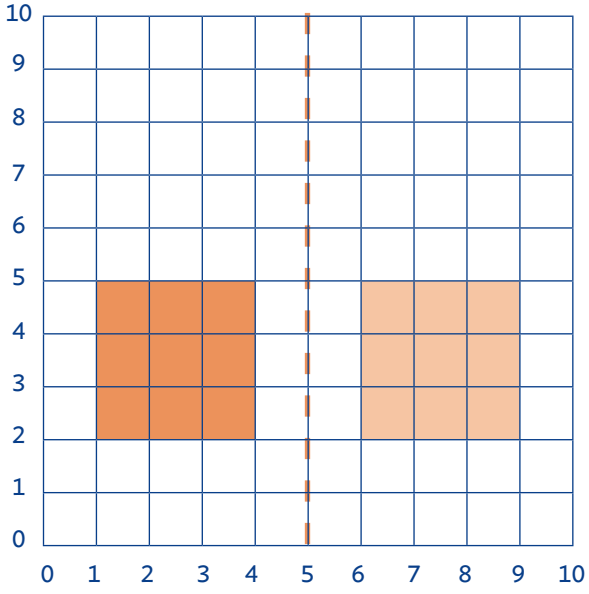
Letter	Coordinates	Place
A	(5,9)	The Transport Museum
B	(2,7)	The Belgrade Theatre
C	(9,7)	The Fargo Village
D	(6,6)	The Cathedral
E	(7,4)	The Herbert Art Gallery
F	(1,1)	Memorial Monument

Task 2

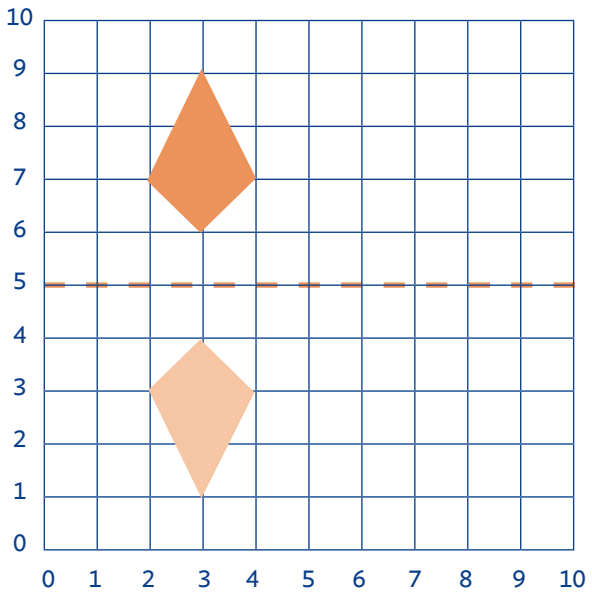
1.



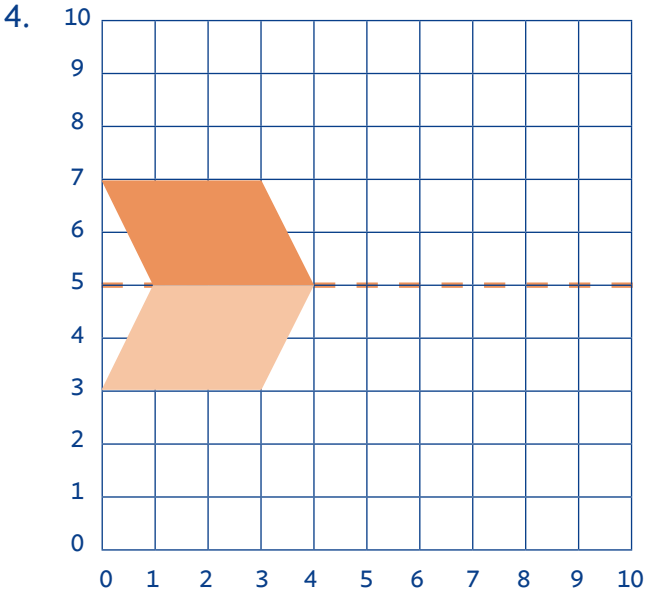
2.



3.



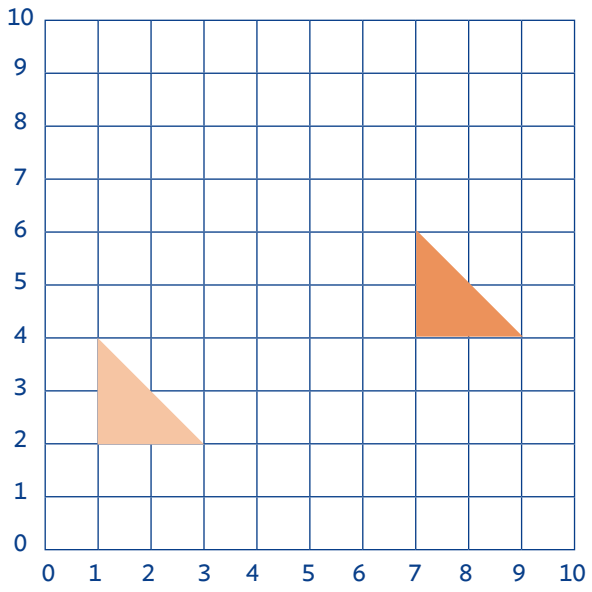
4.



The reflect coordinate (1,5) appear twice therefore, your friend's location is (1,5).

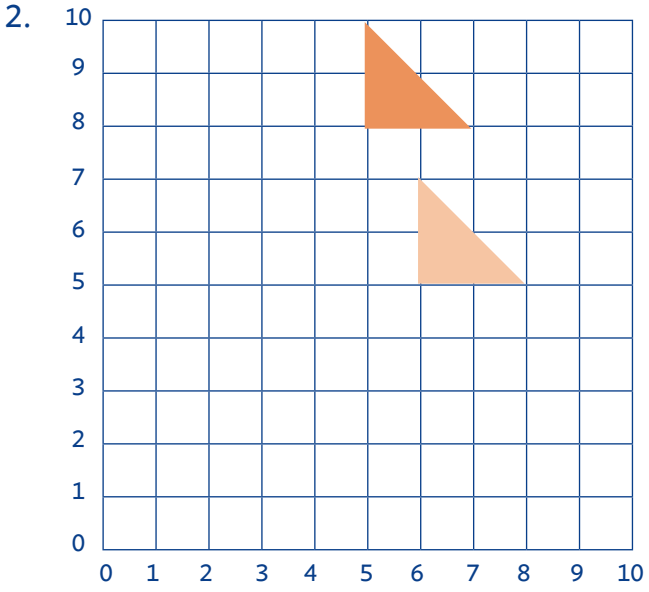
Task 3

1.



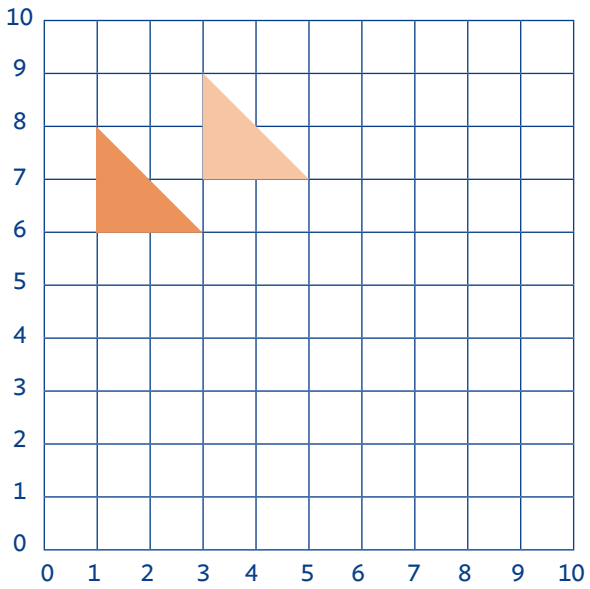
6 units to the right and 2 units up

2.



1 unit to the left and 3 units up

1.



2 units to the left and 1 units down

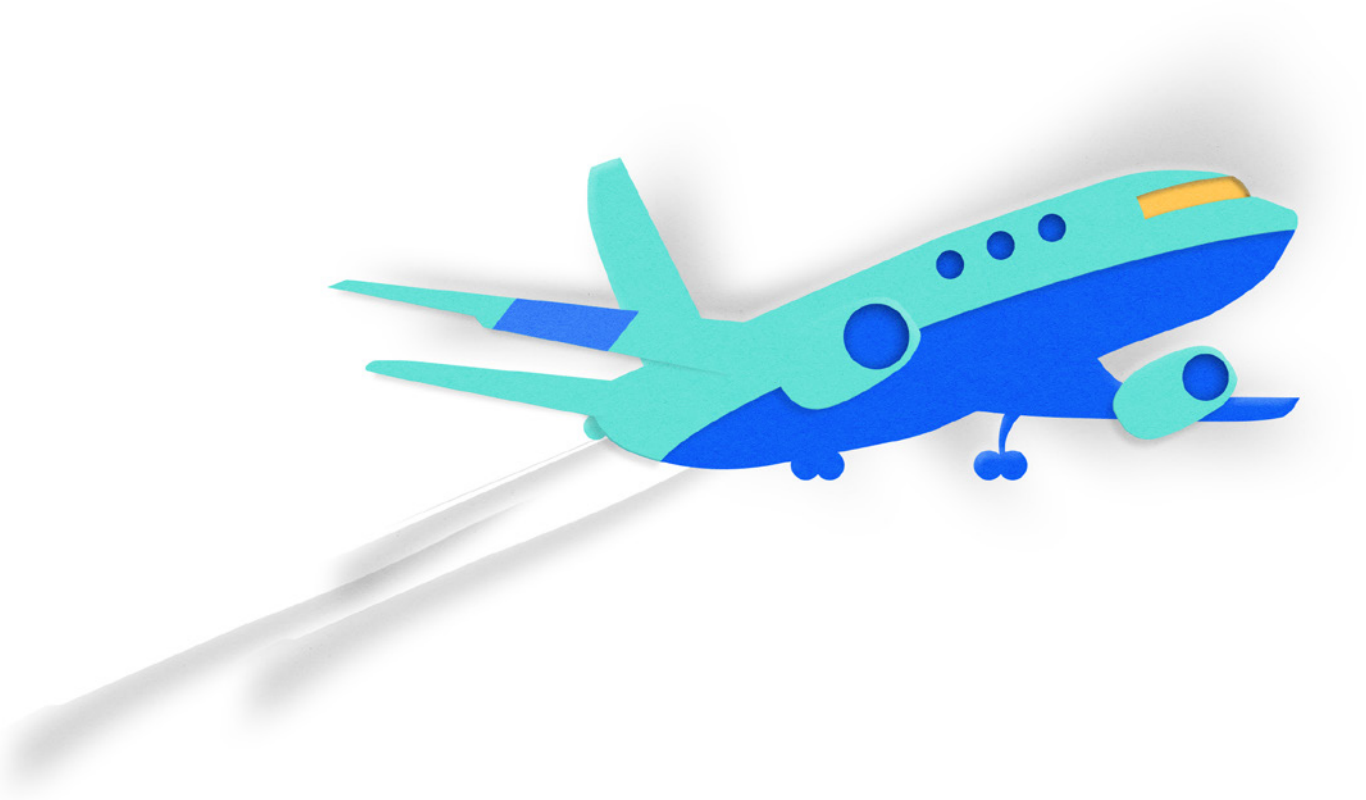
Translation from coordinate (1,1) to (7,3), then translate to (6,6), then translate to (4,5). Therefore, Coventry Building Society is coordinate (4,5).

Task 4

Move 3 units to the right.

Task 5

The coordinates for the Lady Godiva statue are (3,3).



Kindness changes lives

We're passionate about making a real difference to the lives of young people in and around Coventry. That's why we work with local schools to help support children's education.

All together, better

Coventry Building Society.
Principal Office: Economic House, PO Box 9, High Street, Coventry CV1 5QN.